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ABSTRACT

Occupational aspirations and expectations recorded by the Pennsylvania Educational Quality Assessment were identified for 11th grade students. Analysis of the differences between male and female aspirations and expectations indicates that 47% of all male students and 52% of all female students desired occupations which require postsecondary formal education. Generally, eleventh grade students showed conventional and traditional male-female occupational desires. Males and females reported differences in type of job they expect to attain. The great majority believed they would achieve the occupational status they desired. The three strongest influences upon occupational choice were expected occupation, school achievement, and the type of community in which the student lived. Very few wished to enter their father's field. The desire to obtain a job which paid better and had higher educational requirements than the occupation of the father was significantly related to the student's EQA achievement and self-esteem scores. (BN)

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WORKING PAPER

SEX DIFFERENCES IN VOCATIONAL ASPIRATIONS AND EXPECTATIONS OF PENNSYLVANIA ELEVENTH GRADE STUDENTS

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SEX DIFFERENCES IN VOCATIONAL ASPIRATIONS AND EXPECTATIONS OF PENNSYLVANIA ELEVENTH GRADE STUDENTS

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1978

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SUMMARY

Occupational aspirations and expectations of eleventh grade students recorded by the Educational Quality Assessment are examined. Differences between occupational aspirations and expectations of female and male students were identified and analyzed.

About 47 per cent of all male students and 52 per cent of all female students desired occupations which require postsecondary formal education. Generally, eleventh grade students showed rather conventional and traditional male-female occupational desires: males were prone to desire practical, physical, psychomotor or managerial type occupations; females tend to desire supportive, clerical and socially oriented occupations.

Male and female students reported differences in the type of job they expect to attain. About 77 per cent of all female students expected to enter the health, clerical, education, or professional-technical occupational field. Male students expected to enter a larger range of occupations than did female students.

The great majority of eleventh grade students believed they would achieve the occupational status they desired. Many female students expressed certainty they would enter what have traditionally been considered male occupations in the professional-technical, education, health and business occupational fields.

The three strongest influences upon the student's occupational choice were, in order of influence, (1) expected occupation, (2) achievement in school, and (3) the type of community (rural-urban) in which the student lived.

Very few students wished to enter the occupational field of their father. The desire to obtain a job which paid better (or lower) wages and had higher (or lower) educational requirements than the occupation of the student's father was significantly related to the student's EQA achievement and self-esteem scores.

Sex Differences in Vocational Aspirations and Expectations of Pennsylvania Eleventh Grade Students

Introduction

Student occupational aspirations and expectations are of direct interest to Pennsylvania educators; occupational status is one of the most crucial indicators of the individual's overall social welfare throughout one's life. Life style, social environment and social mobility are chiefly determined by one's occupation. Further, the student's occupational desire is a basic ingredient in the choice of an educational program in secondary school and plans for postsecondary education.

The purpose of the following discussion is to examine the career aspirations and expectations of eleventh grade students in Pennsylvania using data collected through the Educational Quality Assessment (EQA) program. More specifically, this discussion will focus upon differences, when observed, between eleventh grade female and male students' career expectations and desires.

Immediately following the text of this report is a technical supplement. The technical supplement is designed to assist the reader of this report in three ways: (1) to document and clarify the statements presented, (2) to display additional information useful to the reader whose interests may exceed the scope of this report, and (3) to provide a data base for further research in the area of career awareness of high school students in Pennsylvania schools. The reader who requires additional information is also referred to the comprehensive discussions of condition variables and EQA Goal VIII test scores in Manual for Interpreting School Reports (Hertzog, 1977).

The data examined are drawn from student responses to questionnaires and test scores obtained by the EQA in years 1974, 1975, 1976 and 1977. Only eleventh grade student responses are studied to keep the scope of this report manageable and because eleventh grade students exhibit more stable and realistic career aspirations than do students from earlier grades. For detailed descriptions of the samples of students observed, refer to the section Samples in the technical supplement.

Findings

Sex Differences in Occupational Aspirations

The eleventh grade students identified, from a list of 145 specific occupations, that one occupation "they wish to follow when finished in school." The 145 occupations were grouped into 12 major occupational fields: health, education, industry-factory, construction, transportation, communication-public utility, services, environmental services, clerical, sales, business and professional-technical. A complete listing of the 145 occupations grouped by occupational field is provided in Appendix A.

Student occupational desires are reported in Figure 1 (see Table 3 of the technical supplement). A full listing of each occupation desired by males and females is provided in Appendix B. More females than males desire jobs in the health, education and clerical occupational fields. In fact, about 53 per cent of all females desire jobs in one of these three fields. About the same number of males and females desire jobs in the communication, professional-technical, and transportation fields; however, most females desire to enter the transportation field as a stewardess. Few female students desire to have jobs in the communication, environmental services, or business fields. In general, almost no female students reported a desire to enter the industry-factory, construction, or sales occupational fields. Only 4 per cent of all female eleventh grade students desired the occupation named "housewife."

- Few males reported a desire to enter the education or communication occupational fields. Almost no males desired to enter the clerical or sales fields. In general, the male students desire a wider range of occupations than do the female students; female students tend to desire a rather limited set of occupational fields.

A positive trend shown in Figure 1 is the number of students who desire occupations which require postsecondary formal education (excluding apprenticeship): 49.3 per cent of all students aspire to an occupation which they know requires formal training. Specifically, about 47 per cent of all male students and 52 per cent of all female students desire occupations which require postsecondary formal education. This finding suggests that females can be expected to enroll in higher education programs because of specific occupational desires.

Generally, these eleventh grade students showed rather conventional and traditional male-female occupational differences: males are more prone to desire practical, physical, psychomotor or managerial type occupations; females tend to desire supportive, clerical, and socially oriented occupations.

Sex Differences in Occupational Expectations

The eleventh grade student does not seem to suffer any lack of occupational expectation. And, for the most part, students are optimistic about realizing their occupational desires. Figure 2 shows the percentages of all students, female students and male students who expect to enter one of the 12 occupational fields (see Table 4). A full listing of the number of female and male students expecting specific occupations is provided in Appendix C.

About 5 per cent of all students did not give an expected occupation--up slightly from the 3 per cent of the same group of students who gave no desired occupation. Female students expect to enter occupational fields in approximately the same proportions as the number of females presently employed in those fields. The one exception is in the professional-technical field where 40 per cent of the students expecting to enter that field were female; the number of females currently practicing

FIGURE 1

OCCUPATIONAL FIELDS DESIRED
BY MALE AND FEMALE STUDENTS

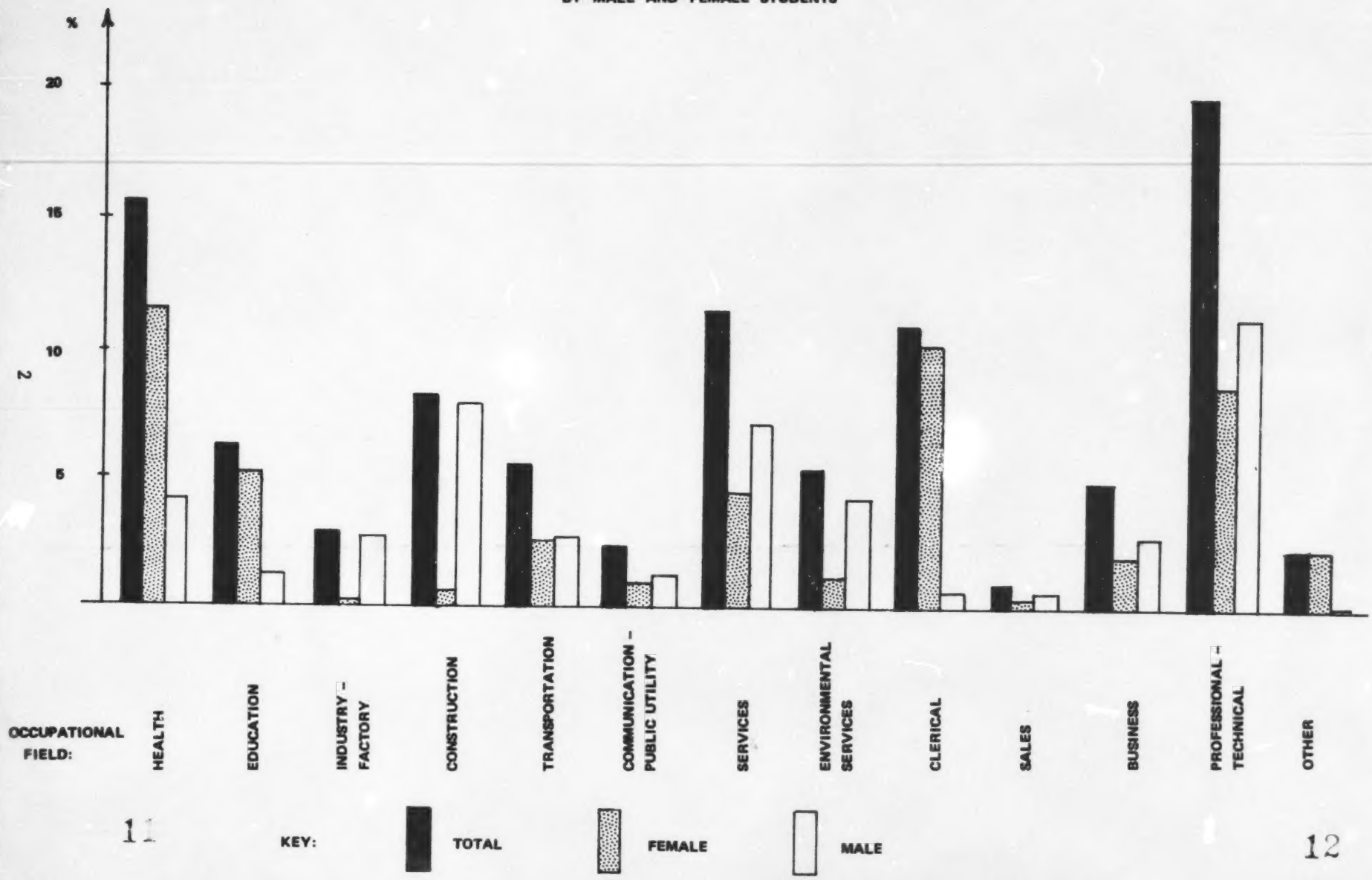
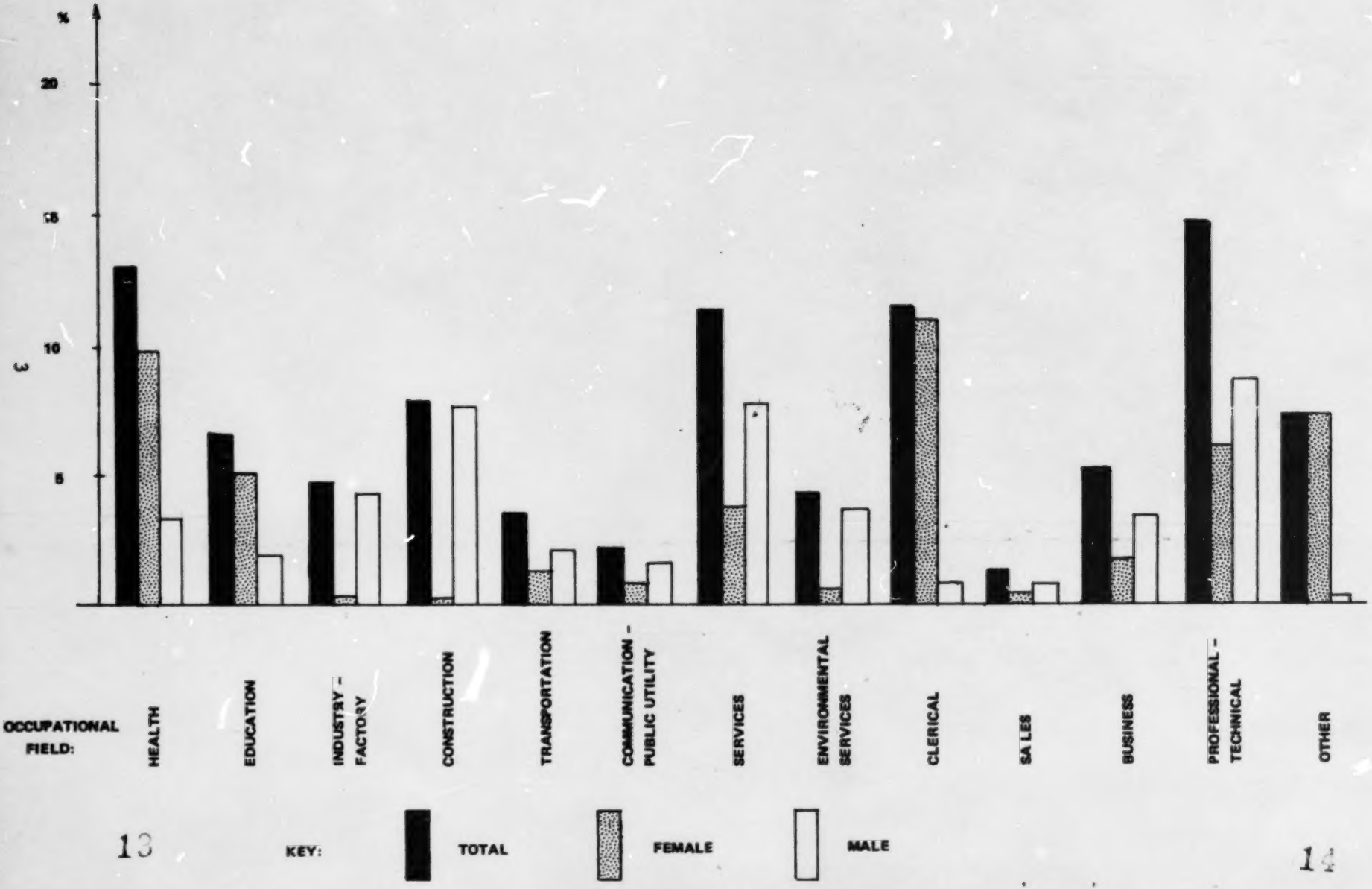


FIGURE 2

OCCUPATIONAL FIELDS EXPECTED
BY MALE AND FEMALE STUDENTS



in most professions falls far below 40 per cent. Whether these results represent a new trend in the professional fields or new found optimism on the part of the female student remains to be seen.

For female students the health, clerical, education, housewife (special) and professional-technical fields accounted for 77 per cent of all expected occupations. For male students the professional-technical, services, construction, industry and business fields accounted for 66 per cent of all expected occupations. In each case it is clear that students tend to respond to certain occupational labels because of high visibility, frequent contact or glorification in the media. Although the kinds of jobs expected by female and male students differed, the tendency for all students was to choose those occupational labels which are most familiar (see Appendix C). Hence, it is probable that a main influence upon occupational expectation is the constraint of what is known. Job titles in certain occupational fields (especially industry-factory) which are not familar to the student were not expected by any students (i.e., metal filer, inspector of vehicles, dispatcher). It is probable that student occupational desires and expectations may be influenced by exposure to many nonfamiliar job titles and descriptions. The relatively low scores on the EQA Vocational Knowledge Test earned by all students suggests that familiarity of the student with job responsibilities and duties is limited to certain occupational fields.

Discrepancies between Occupational Field Desired and Expected

Eleventh grade students are generally optimistic about achieving the occupational status they desire. Table 5 illustrates the discrepancies observed between the numbers of all students, female students, and male students who desire but do not expect to enter a specific occupational field. In each case, student vocational expectation is more realistic than student vocational aspirations in terms of possible vacancies in the job market.

About the same number of students desire and expect to enter the education, construction, communication-utility, services, and clerical fields. Moderate differences are seen for the health, environmental services, sales and business fields. Large differences are shown between the number of students who desire and expect to enter the transportation, industry-factory, professional-technical, and special (housewife) fields.

More males expect to enter the education, industry-factory, communication-utility, service, clerical, sales and business fields than desire to enter those occupational fields. More females expect to enter the education, industry-factory, clerical and sales fields than desire to do so. Important discrepancies observed include: only one-third of those females who expect to be "housewifes" desire that role in life; only 60 per cent of the males who expect to enter the industry-factory field desire to do so; only 64 per cent of all students who desire to enter the transportation field expect to do so; and only 78 per cent of the males and 67 per cent of the females who desire to enter the professional-technical field expect to attain this desire.

With the exceptions of the health field, fewer female students expected to enter each occupational field listed in Figure 1 and Figure 2 than desired to enter those fields. These discrepancies are, on the whole, slight; however, when specific occupations rather than occupational fields are examined, examples of large discrepancies can be found. For instance, 18 per cent of females who desire to be architects expect to realize their goal, and 66 per cent of the female students who aspire to be

physicians expect the attainment. For those female students who so desire, 57 per cent expect to become veterinarians, 27 per cent expect to become pilots, 53 per cent expect to become stewardesses, 30 per cent expect to become game wardens and 56 per cent expect to become lawyers. These are the extreme discrepancies; most discrepancies for males and females are rather small, especially when viewed by occupational fields. Certain occupations seem to have achieved equal opportunity for males/females particularly well. All female students who desired to become teachers and natural scientists expect the attainment and 83 per cent of all females who desired to be police officers expect to realize their goal.

In total, 17.8 per cent of all male students and 26.2 per cent of all female students did not expect to enter the occupational field desired. Hence, 22 per cent of all 1974 eleventh grade students taking the EQA will not, according to their own opinions, be employed within the occupational field they most desire.

A greater percentage of female students are expecting to enter most professions than percentages of females currently employed in these occupations (see Table 6). The largest differences are seen for dentists, physicians, lawyers, social workers, authors, accountants and clergy. Ironically, the professions with the smallest percentages of female members are those professions which are now attracting female students in the largest numbers. No practical differences between the occupational expectations of female students and current levels of employment are seen for the professions of architect, engineer, and nurse.

In summary, females are expecting to enter what have traditionally been considered male occupations in the professional-technical, education, health and business occupational fields. However, no reverse of this trend is evident. Males are not expecting to enter the traditionally female occupations such as nursing, secretary, housekeeping, or, in any significant numbers, teaching and social work.

Sex Roles in Choice of an Occupation

How does a student choose one of the 145 listed occupations on the EQA as desired or expected? Does this process of occupational choice differ for male and female students? Two probable influences are studied: (1) the student's performance in school and (2) the student's family background.

The relationships between the job expected by the student and school/family influences are summarized in Table 7. The single largest influence on the student's expected occupational choice is what the student desires to do. While the relationship between what is desired and what is expected is highly significant it is not easily explained. Perhaps what the student desires determines what the student expects to attain in the world of occupations. On the other hand, the job desired by the student may be highly influenced by what the student expects to attain; that is, the student may practically limit occupational choice to those jobs which seem possible to attain given one's hopes, limitations, motivations, parental expectations, and a variety of other personal considerations. Most likely, the choice of occupation is made using both occupational desire and expectation, balancing the decision using the student's present situation and perceptions of the world of work.

The three strongest influences upon the student's desired occupational choice are, in order of influence, (1) expected occupation, (2) achievement in school, and (3) the type of community (rural-urban) in which the student lives (see Table 8). However, the expected occupation, achievement in school, and place of residence for each student are themselves so closely related that a very good prediction of the occupational desire of a student can be made solely from that student's occupational

expectation. Achievement and place of residence are far less influential upon the choice of desired occupation than is occupational expectation. Generally, students who desire jobs which pay well and require postsecondary education are those students who expect to get those jobs, obtain the highest achievement scores on the EQA, and live in urban areas of Pennsylvania. While the influences on choice of desired occupation are the same for females and males, the occupational aspirations differ because male and female students have learned to expect different types of occupations. Therefore, the observed differences between male and female occupational desires appear not to be based upon differing career choice procedures but on differing expectations of occupations available to males and females.

It is difficult to determine the effect of school counseling on occupational choice. Almost all students report access to counseling as often as needed; hence, relationships between occupational choice and amount of counseling cannot be seen through the usual statistical methods. What is clear is that the student's occupational desire and expectation are highly related to academic achievement in the school. The family environment (father's occupational level, mother's educational level, place of residence, and parental attitude toward school) was a consistent influence upon the student's occupational choice. For both males and females the occupation expected was influenced almost solely by occupation desired and academic achievement in school (see Table 9).

Very few students desire to enter the occupational field of their father; about 15 per cent of the male students and 8 per cent of the female students desired to enter their father's occupational field (see Table 10). In fact, the occupation of the father (regardless of occupational field) has a very small influence on the student's choice of desired occupation. On the average students desire occupations with higher pay and educational requirements than the occupations of their fathers. For all students 49 per cent desired jobs with less pay and educational requirements than their father's occupation and 51 per cent desired occupations with higher pay and educational requirements than the occupation of their father.

Why does a student choose an occupation which differs greatly from their father's occupation in terms of pay and educational requirements? For males the single largest influence is achievement in school (see Table 11). These male students who received the highest scores on the EQA math and verbal achievement scales consistently desired occupations with better pay and educational requirements than the occupations of their fathers. Further, these male students who received low EQA achievement scores generally desired occupations which paid less and had fewer educational requirements than those of their father's occupation. This relationship also holds for female students; however, as Table 11 shows, male students place a much higher value on school achievement than do female students when choosing an occupation.

A second significant influence on career choice is self-esteem. As for achievement scores, the EQA self-esteem score is significantly related to the difference between the student's occupation aspirations and the occupation of the father. Again, this relationship is stronger for males than females (see Table 12). Male students with the lowest self-esteem scores were also those male students who desired jobs which pay less and have lower educational requirements than the occupation of their father. Male students with above average self-esteem scores desired occupations with pay scales and educational requirements far above those of their father's occupation. Female students are far less influenced by self-esteem than are male students when choosing a career. Given equal self-esteem scores female students will have lower career aspirations than will the male students.

Male-female student differences on choice of expected occupation are significantly influenced by achievement in school and self-esteem. Male students who expect to enter occupations with greater pay and educational requirements than the occupations of their fathers are those students with the highest EQA achievement and self-esteem scores (see Tables 13 and 14). Female students who expect to attain an occupation with higher pay and educational requirements than the occupation of their father appear not to base this occupational choice upon achievement and self-esteem as do the male students. However, those female students with the very lowest EQA achievement and self-esteem scores are also those female students with the very lowest occupational expectations. Female students with only the very highest achievement and self-esteem scores expect to enter occupations with greater pay and educational requirements than the occupation of their father; most females with average and above average achievement and self-esteem scores do not choose occupations with higher pay and educational requirements than those of their father's occupation. It may be misleading to compare the expectations of female students with occupations of their fathers; comparing a female and male group will show lower expectations for the female group. For female students it would be of interest to compare occupational desires or expectations with the occupation of the student's mother--data which are not collected by the EQA. Perhaps a best situation would be to compare the student's occupational expectation with the combined occupations of all working family members.

It appears that the most influential effect of schooling upon the student's occupational aspirations and expectations is the fostering of basic skills and self-esteem for all students. The EQA data show that male students are more influenced by achievement and self-esteem when choosing an occupation than are female students. Female students appear to be most influenced by expectation of careers available to them. Hence, male and female students at the eleventh grade level develop career choices in the same manner; differences in male and female student expectations at this level of schooling follow a well established pattern of occupational sexual stereotyping. Schools can most influence the occupational choice of the female student by expanding the opportunities and the perceived range of occupations available to females.

Technical Supplement

In addition to the following supplemental tables and appendices the reader is referred to Educational Quality Assessment: A Profile of Pennsylvania's Program (Seiverling, 1976) and Getting Inside the EQA Inventory (Hertzog, 1976) which provide clarification of the EQA Goal VIII objective and history. The reader may also wish to reference the Goal VIII, Career Awareness (Guerriero, 1976) volume of the PDE Working Paper Series "A Guide to the Analysis and Interpretation of EQA Scores and Related Intervention Techniques."

Samples

Three distinct samples of eleventh grade students are examined consecutively for school years 1973-74, 1974-75 and 1975-76. Assignment of testing participants was done on the school district level through identification and selection by the school district aid ratio and total student enrollment. One-third of all Pennsylvania school districts were chosen on the basis of aid ratio and enrollment criteria for each year. The result is an evenly stratified norm sample for years 1973-74, 1974-75 and 1975-76. Analysis of data was performed on samples drawn systematically from the entire population of all students tested in a particular year. Hence, it is assumed that the systematic sample analyzed is representative of the population of students tested a particular academic year. However, due to the method of selection just described, it cannot be assumed that any testing sample represents the statewide population of all eleventh grade students.

A breakdown of analytical and complete testing samples by sex of the respondent is presented in Table 1.

Table 1

Sample Sizes of EQA Testing Programs in Pennsylvania for Selected Years Described by Sex

		Academic Year					
		1973-74		1974-75		1975-76	
		Number	%	Number	%	Number	%
Test Sample	Total	47,042		60,129		40,642	
	Female	23,583	50.1	27,485	45.7	18,212	44.8
	Male	22,527	47.9	29,120	48.4	19,553	48.1
	Not Given	932	2.0	3,524	5.9	2,877	7.1
Analytic Sample	Total	3,289		3,313		3,311	
	Female	1,695	51.5	1,714	51.7	1,702	51.4
	Male	1,585	48.2	1,549	46.8	1,515	45.8
	Not Given	9	0.3	50	1.5	94	2.8

It can be seen in Table 1 that over the observed three-academic-year period female students became less inclined to report their sex.

The stratified systematic subsamples were drawn for convenience in performing complex statistical studies. An ideal sample size for the study of individual EQA subscales was computed to be approximately 3,500. To obtain the desired sample size every kth test respondent was systematically selected from each total test sample, adjusted to exclude cases with too much missing data. These systematic samples can be assumed to exhibit the same unbiased sampling errors as the larger test samples because an actual subsampling of data has taken place.

Table 2 reveals no significant differences in per cent of males/females in the EQA eleventh grade analytical samples and the population of Pennsylvania in general for the years examined. There is a tendency with increasing years for females to be over-represented in terms of the general population; however, the population of all Pennsylvania public school eleventh graders may be deviating from the male/female ratios for the population in general. The Pennsylvania Department of Education does not tabulate state secondary school enrollments categorized by sex. The findings in Table 2 are in agreement with the percentile distribution of the EQA condition variable PCTGIRLS (per cent girls) constructed over all 572 schools

Table 2

Comparison of Female/Male Percentages of Analytic Samples with 1970 Census Data for Pennsylvania

		Census Data		Analytic Samples		t value	Probability
		Number	%	Number	%		
	Total Group	11,793,909					
1970	Female	6,128,495	51.96				
	Male	5,665,414	48.04				
	Total Group			3,280			
1974	Female			1,695	51.68	0.321	0.750
	Male			1,585	48.32	-0.321	
	Total Group			3,263			
1975	Female			1,714	52.53	-0.652	0.516
	Male			1,549	47.47	0.652	
	Total Group			3,217			
1976	Female			1,702	52.91	-1.080	0.266
	Male			1,515	47.09	1.080	

(141,215 eleventh grade students) participating in the EQA testing program for the years 1974, 1975 and 1976 (Hertzog, 1977, p. 28). The state mean for eleventh grades is 51.47 per cent female with a standard deviation of 4.56 over the 1974-76 academic years. Total eleventh grade public school enrollments were 182,408 for the 1973-74 academic year (A Summary of Enrollments, 1974) 181,219 for the 1974-75 academic year (A Summary of Enrollments, 1975) and 179,743 for the 1975-76 academic year (A Summary of Enrollments, 1976).

A second sample was systematically drawn from the 1973-74 EQA testing program data due to the uniqueness of the sample. Following the 1973-74 academic year EQA respondents were not identified; this meant that, except for the 1973-74 academic year, condition variables cannot be matched with test scores for individuals. Hence, only for this group can statements regarding individual changes or differences be made with meaning. Further, this sample includes both raw data and transformed data used for school reports; this is especially desirable and vital to the study of career awareness. A majority of attention is given this raw data sample in the following discussions. The sample consists of 3,568 eleventh grade students in Pennsylvania public schools who responded to the EQA battery during spring of the 1973-74 academic year. Of these 3,568 individuals 1,747 were males and 1,809 were females. The composition of the sample (49.13 per cent male, 50.87 per cent females) does not statistically differ from the census data presented in Table 2 ($t = 1.30$; $df = \infty$, $p = 0.20$).

Definitions

The reader should reference Manual for Interpreting Secondary School Reports (Hertzog, 1977) for a complete listing and explanation of the EQA student condition variables (see Table 4, pages 20 and 21). The three student variables most discussed are:

FOCC - The occupation most like the student's father or male guardian found on a list of 145 possible occupations and 6 special categories as reported by the student.

OCDESIRE - From the same list of 145 occupations the student reported the occupation most like that occupation he/she wishes to follow when finished in school.

OCEXPECT - From the same list of 145 occupations the student reported the occupation most like that occupation he/she really expects to follow when finished in school.

The three variables defined above have two forms: weighted and unweighted. The 145 occupational choices given for student response are each assigned a weight within a range of 1 to 96 determined by a regression model which combines education required for the occupational choice with income derived. The list of occupations arranged by occupational category (12 in all) with their respective occupational weights is presented as Appendix A. The reader may reference the weighting procedure and model in Reiss (1961).

Findings

Occupational Aspirations

Results and inferences concerning the occupational aspirations of eleventh grade male and female public school students are drawn from the EQA condition variable OCDESIRE. Findings for the 1974 unweighted data sample are exhibited as Appendix B and are reported for the total sample, males only, and females only. When studying Appendix B it is important to interpret the final column titled "Per Cent Female Responses" in relation to the frequency shown under the first column titled "Total Response." A 50 per cent female response to an occupational choice with a total response of 2 is quite different from a 50 per cent female response to an occupational choice with a total response of 100; hence, the per cents reported under the final column are not interpretable without a further context and cannot be directly compared. A summary of the data presented in Appendix B arranged by occupational field is provided by Table 3.

Table 3

Occupational Fields Desired by
Eleventh Grade Students Reported
by Sex of Respondent
(N=3568)

Occupational Field	Total Response	Per Cent of Total Sample	Male Responses	Female Responses	Per Cent Female of Total Response
Health	557	15.61	152	405	72.71
Education	227	6.36	51	176	77.53
Industry	103	2.89	94	9	8.74
Construction	297	8.32	278	19	6.40
Transportation	197	5.52	106	91	46.19
Communication & Public Utility	76	2.13	46	30	39.47
Services	414	11.60	257	157	37.92
Environmental	189	5.30	153	36	19.05
Clerical	391	10.96	21	370	94.63
Sales	32	0.90	21	11	34.38
Business	166	4.65	101	65	39.16
Professional & Technical	714	20.01	398	316	44.26
Special	84	2.35	4	80	95.24
No Response	109	3.06	65	44	40.37
Sex Not Reported	12	0.34			
TOTALS	3,568	100.0	1,747	1,809	50.87

Occupational Expectations

Results and inferences concerning the occupational expectations of eleventh grade male and female public school students are drawn from the EQA condition variable OCEXPECT. Findings for the 1974 unweighted data sample are presented in Appendix C identifying expectations for the total sample, males only, and females only. The same cautions presented for appendix B also apply for Appendix C. A summary of the Appendix C data arranged by occupational field is provided by Table 4.

Table 4

Occupational Fields Expected by
Eleventh Grade Students Reported
by Sex of Respondent
(N=3568)

Occupational Field	Total Response	Per Cent of Total Sample	Male Responses	Female Responses	Per Cent Female of Total Response
Health	470	13.17	121	349	74.36
Education	242	6.78	63	179	73.97
Industry	172	4.82	157	15	8.72
Construction	283	7.93	274	9	3.18
Transportation	126	3.53	79	47	37.30
Communication & Public Utility	78	2.19	52	26	33.33
Services	410	11.49	277	133	32.44
Environmental	153	4.29	132	21	13.72
Clerical	416	11.66	23	393	94.47
Sales	47	1.32	31	16	34.04
Business	190	5.32	128	62	32.63
Professional & Technical	525	14.71	312	213	40.57
Special	260	7.29	2	258	99.23
No Response	184	5.16	96	88	47.83
Sex Not Reported	12	0.34			
TOTALS	3,568	100.00	1,747	1,809	50.87

Discrepancies between Occupation Desired and Expected

Using "number of total responses" as the criterion, the education, construction, communication, services and clerical occupational fields share very similar responses on the OCEXPECT and OCDESIRE variables. Moderate discrepancies can be noted for the health, environmental services, sales workers, and business fields. Large discrepancies between OCEXPECT and OCDESIRE exist for the transportation and sales fields. Radical differences are observed for the industry, professional-technical and special ("housewife") fields. A breakdown of these discrepancies by sex of the eleventh grade students is displayed in Table 5.

Table 5

Breakdown of OCEXPECT-OCDESIRE Discrepancies by Occupational Field and Sex of Respondent

Occupational Field	Total Change	Per Cent Change	Change Males	Change Females	Per Cent Change Males	Per Cent Change Females
Health	- 87	-15.62	- 31	- 56	-20.39	-13.83
Education	+ 15	+ 6.61	+ 12	+ 3	+23.53	+ 1.70
Industry	+ 69	+66.99	+ 63	+ 6	+67.02	+66.67
Construction	- 14	- 4.71	- 4	- 10	- 1.44	-52.63
Transportation	- 71	-36.04	- 27	- 44	-25.47	-48.35
Communication & Public Utility	+ 2	+ 2.63	+ 6	- 4	+13.04	-13.33
Service	- 4	- 0.97	+ 20	- 24	+ 7.78	-15.29
Environmental	- 36	-19.05	- 21	- 15	-13.72	-41.67
Clerical	+ 25	+ 6.39	+ 2	+ 23	+ 9.52	+ 6.22
Sales	+ 15	+46.88	+ 10	+ 5	+47.62	+45.45
Business	+ 24	+14.46	+ 27	- 3	+26.73	- 4.62
Professional & Technical	-189	-26.47	- 86	-103	-21.61	-32.59
Special	-176	+209.52	- 2	+178	-50.00	+222.50
TOTALS	727	20.38	311	474	17.80	26.20

Key: Negative value indicates fewer students expect to enter the occupational field than desire to enter that field. Positive value indicates more students expect to enter the occupational field than desire to enter that field.

In total, 311 males (17.8 per cent of all males) and 474 females (26.2 per cent of all females) did not expect to enter the occupational field desired. This totals to 785 students--22.2 per cent of all student samples--which will be displaced in an occupational field by their own opinion.

A greater percentage of female students are expecting to enter most professions and trades than are currently employed in these occupations. An example of several professional occupational comparisons is provided in Table 6.

Occupational Decision Process

This section examines how a student chooses one of the 145 listed occupations on the EQA as desired or expected and whether this process differs for males and females. Two approaches are discussed: (1) the relationship between OCDESIRE, OCEXPECT, the other EQA condition variables and EQA subscales and (2) the relationship between the student's occupational choices with their father's occupation.

Table 6

Per Cent of Females Expecting to Enter Selected Professional Occupations Related to Actual Per Cent of Females Employed in Those Professions

	Per Cent Female of Total Student Expected	Actual 1970 Percentage*	Difference
Accountants	37.3	19.2	+ 18.1
Architects	5.3	4.9	+ 0.4
Authors, Editors, Reporters	61.8	38.7	+ 23.1
Clergymen	18.2	2.9	+ 15.3
Dentists	33.3	2.2	+ 31.1
Engineers	6.5	8.1	- 1.6
Lawyers and Judges	32.4	5.3	+ 27.1
Natural Scientists	28.8	21.8	+ 7.0
Pharmacists	23.1	11.6	+ 11.5
Physicians and Surgeons	41.2	10.6	+ 30.6
Registered Nurses	98.0	97.8	+ 0.2
Social, Welfare, Recreation	87.2	60.1	+ 27.1
Teachers	74.0	65.5	+ 8.5
Technicians, Med. & Dental	86.1	74.4	+ 11.7

*Source: U.S. Department of Commerce, Bureau of the Census

Table 7 reports the individual score correlations between OCDESIRE, OCEXPECT and all EQA condition variables and EQA subscale scores.

Table 7

Individual Score Correlations for OCDESIRE and OCEXPECT with EQA Condition Variables and Scores

Condition Variables			Subscale Scores		
	OCDESIRE	OCEXPECT		OCDESIRE	OCEXPECT
FOCC	0.223	0.239	Goal 1	0.228	0.262
OCDESIRE	1.000	0.641	Goal 2	0.110	0.128
OCEXPECT	0.641	1.000	Goal 3:		
SEX	0.012	-0.016	Verbal	0.370	0.349
MEDUC	0.192	0.226	Math	0.372	0.367
RESIDE	0.158	0.165	Total	0.401	0.387
RACE	-0.014	-0.013	Goal 4	0.196	0.207
LIBRARY	0.069	0.060	Goal 5	0.106	0.133
COUNSEL	0.007	0.011	Goal 6	0.098	0.140
STABLE	0.032	0.046	Goal 7	0.085	0.081
PARIT 1	0.189	0.204	Goal 8:		
PARIT 2	0.106	0.106	Attitude	0.152	0.208
PARIT 3	0.150	0.160	Knowledge	0.326	0.312
PARATT	0.192	0.203	Goal 9	0.267	0.267
MORESB	-0.000	0.006	Goal 10	0.123	0.139
MORESG	-0.007	-0.000			
VALUES	0.170	0.175			
HOMECLIM	0.113	0.142			

The most striking result of the correlation display in Table 7 is the similarity between OCDESIRE and OCEXPECT. Not only do these variables correlate 0.641 among themselves, they behave very much the same when related to other condition variables and subscales. About 41 per cent of common variance is shared by OCDESIRE and OCEXPECT-substantial, yet leaving much of the occupational decision process without explanation. Still, the largest single factor in the student's answer to OCEXPECT is simply what occupational field he/she desires to enter.

The relationship between OCDESIRE and other EQA variables was further studied with a multiple regression model. The EQA variables and subscale scores were ordered by the model in terms of predictive values. Partial results for the OCDESIRE multiple regression are presented in Table 8 and the complete listing is provided in Appendix D.

Table 8

Multiple Regression Results for
the Variable OCDESIRE
(See Appendix D for Complete Listing)

Variable	Multiple R	R square	RSQ change
OCEXPECT (Expected Occupation)	0.641	0.410	0.410
GOAL 3 - Total (Basic skills - Verbal and Math)	0.662	0.438	0.028
RESIDE (Place of Residence)	0.665	0.442	0.004
GOAL 9 (Appreciating Human Accomplishment)	0.667	0.445	0.003
GOAL 8-K (Knowledge of Occupations)	0.668	0.447	0.002
VALUES (Personal Values)	0.669	0.448	0.001
FOCC (Father's Occupation)	0.670	0.449	0.001
RACE (Race of Respondent)	0.671	0.450	0.001
PARATT (Parental Attitude Toward School)	0.671	0.451	0.000
SEX (Sex of Respondent)	0.671	0.451	0.001

The relationship between OCDESIRE and OCEXPECT as shown in Table 8 is highly significant, yet not easily interpretable. The remainder of the variables in the regression formula add very little to the r square reported between OCDESIRE and OCEXPECT. After occupational expectation the most influential determinant of OCDESIRE is the composite verbal and math scores of the EQA. This hints that desire is influenced by expectation. RESIDE is the next regression entry and, with OCEXPECT and Goal 3 total score, forms the main predictor group of OCDESIRE responses. The additional variables listed in Table 8 show the variable SEX to have no relationship with OCDESIRE (simple r = 0.012) suggesting that females and males are equally influenced by the OCEXPECT, Goal 3 total, Reside, Goal 9, Goal 8-Knowledge and Paratt variables.

Repeating the same regression model using OCEXPECT as the dependent variable yields the order presented in Table 9. The complete listing of all EQA condition variables and subscale scores regressed upon the OCEXPECT score is given in Appendix E.

Table 9

Multiple Regression Results for
the Variable OCEXPECT
(See Appendix E for Complete Listing)

Variable	Multiple R	R square	RSQ change
OCDESIRE (Desired Occupation)	0.641	0.410	0.410
GOAL 3 - Total (Basic Skills-Verbal and Math)	0.656	0.430	0.020
GOAL 1 (Self-Esteem)	0.663	0.439	0.009
MEDUC (Mother's Education)	0.667	0.445	0.006
RESIDE (Place of Residence)	0.670	0.449	0.004
GOAL 8 - Attitude (Career)	0.673	0.453	0.004
FOCC (Father's Occupation)	0.675	0.455	0.002
VALUES (Personal Values)	0.675	0.456	0.001
GOAL 3 - Verbal (Basic Skills-Verbal)	0.676	0.457	0.002
PARIT 1 (Parents Enjoy Hearing About School)	0.676	0.457	0.000
RACE (Race of Respondent)	0.677	0.458	0.001
SEX (Sex of Respondent)	0.677	0.458	0.000

Only OCDESIRE and the total score on the Goal 3 Basic Skills subscale show predictive value of the student's reported expected occupation.

What is shown in both Table 8 and Table 9 is the lack of relationship between sex of the student and choice of OCDESIRE and OCEXPECT. The family environment (father's occupation, mother's educational level, place of residence, parental attitude toward school) are consistently influential variables in the student's occupational choice. Basic skills (verbal and math) also enters in each regression equation immediately after OCDESIRE or OCEXPECT. Vocational knowledge enters the OCDESIRE equation while vocational attitude enters the OCEXPECT equation. This is interesting; part of the student's desired occupation choice is based upon knowledge of occupational definitions and requirements and part of the student's expected occupation is based upon one's attitude toward work. Prediction of the student's expected occupation may be based upon two variables: the student's response to OCDESIRE and the student's total score on the basic skills (Goal 3) EQA subscale. The remaining variables add very little prediction ability for OCEXPECT responses.

The effect of the occupation of the student's father is now addressed. Most students do not desire to enter their father's occupation field as shown in Table 10. Only 15.1 per cent of the male students desired to enter their father's occupational field ($\chi^2 = 598.47$, $p<0.0001$) and only 7.5 per cent of the female students desired to enter their father's occupational field ($\chi^2 = 318.18$, $p<0.0001$). The female (daughter-father) percentage, however, is suppressed by the differences between male and female dominated occupational fields. These findings viewed with the OCDESIRE-FOCC correlation of 0.223 indicate that students are not likely to enter their father's occupational field; yet, some influence is observed.

Table 10

Number of Male and Female
Students Who Desire to Enter Their
Father's Occupational Field

Males	Number with Father in Occupation Field	% of All Fathers	Students Desiring Occupation Field	% of Student Responses	Number Choosing Father's Field	% Students Entering Same Field as Father
Health	41	2.5	147	8.9	17	41.5
Education	56	3.4	48	2.9	6	10.7
Industry	451	27.2	88	5.3	40	8.9
Construction	219	13.2	259	15.6	47	21.5
Transportation	148	8.9	100	6.0	19	12.8
Communication or Public Utility	67	4.0	44	2.7	4	6.0
Services	146	8.8	245	14.8	32	21.9
Environment	46	2.8	150	9.1	14	30.4
Clerical	34	2.1	18	1.1	0	--
Sales	102	6.2	21	1.3	4	4.0
Business	183	11.1	91	5.5	22	12.0
Professional and Technical	111	6.7	384	23.2	45	40.5
Other	52	3.1	61	3.7		
TOTALS	1,656	100.0	1,656	100.0	250	15.1

$\chi^2 = 598.47$ df = 144 p <0.0001

Females						
Health	33	2.1	362	23.3	8	24.2
Education	46	3.0	161	10.3	9	19.6
Industry	400	25.7	4	0.3	2	0.5
Construction	222	14.3	16	1.0	1	0.4
Transportation	122	7.8	83	5.3	10	8.2
Communication or Public Utility	64	4.1	27	1.7	0	--
Services	174	11.2	145	9.3	18	10.3
Environment	41	2.6	32	2.1	3	7.3
Clerical	35	2.2	325	20.9	12	34.3
Sales	80	5.1	10	0.6	0	--
Business	177	11.4	56	3.6	7	4.0
Professional and Technical	133	8.5	296	19.0	47	35.3
Other	29	2.0	39	2.5		
TOTALS	1,556	100.0	1,556	100.0	117	7.5

$\chi^2 = 318.18$ df = 144 p <0.0001

The regression model previously discussed showed basic skills (Goal 3) and self-esteem (Goal 1) to influence the OCDESIRE and OCEXPECT response. A new variable OCDIFF is computed by subtracting the FOCC response from the OCDESIRE response (OCDIFF = OCDESIRE - FOCC). Hence, a negative value for OCDIFF shows the student to desire an occupation weighted less than the father's occupational weight and a positive value of OCDIFF indicates a student whose occupational desire is weighted above the value of their father's occupation. The mean of OCDIFF is 14.289 meaning that on the average students desire an occupation with a weight above the weight of their father's occupation. The standard deviation of this distribution is 31.971.

Table 11

Analysis of Variance for OCDIFF
and Goal 3 - Total Recoded by
Standard Deviation Units for Males and Females

OCDIFF Code	Sex	FREQ	Mean	S. D.	Total FREQ
(Entire Sample)			35.7489	10.2666	3,556
1	Male	1	46.000	0.0	3
	Female	2	32.500	3.536	
2	Male	18	33.611	10.573	26
	Female	8	31.875	8.543	
3	Male	106	33.689	9.680	209
	Female	103	35.767	10.162	
4	Male	145	36.662	9.518	310
	Female	165	34.970	10.556	
5	Male	218	35.404	10.587	473
	Female	255	36.310	9.946	
6	Male	529	34.752	11.258	903
	Female	374	34.869	10.155	
7	Male	261	36.475	10.830	539
	Female	278	35.691	9.563	
8	Male	205	38.298	10.284	537
	Female	332	34.199	9.333	
9	Male	135	38.481	9.480	306
	Female	171	35.199	9.416	
10	Male	92	38.989	10.440	186
	Female	94	36.415	9.435	
11	Male	37	42.189	10.512	64
	Female	27	36.185	9.707	
	Test of Linearity		F = 1.7575	df = 1,9	p≈0.82

ANOVA Table

	Sum of Squares	Degree of Freedom	Mean Square
Between Groups	3215.0	10	321.5000
Within Groups	371491.0	3545	104.7929
Total	374706.0	3555	

F = 3.0680 df = 10,3545 p<0.001

Key: OCDIFF = OCDESIRE - FOCC

Code		Code	
1	<-75.640	6	-1.696 to 14.289
2	-75.640 to -59.655	7	14.290 to 30.275
3	-59.654 to -33.669	8	30.276 to 46.261
4	-33.668 to -17.683	9	46.262 to 62.247
5	-17.682 to -1.697	10	62.248 to 78.233
		11	>78.234

No Scheffe pairwise comparisons are significantly different at the 0.05 level.

An analysis of variance was computed using OCDIFF and basic skill scores of individual students. The OCDIFF values were recoded based upon half standard deviations. ANOVA results are given in Table 11. In total 1,712 students (49 per cent of all students) desire occupations weighted below the occupations of their fathers while 1,780 students (51 per cent of all students) desired occupations weighted higher than the occupation of their fathers. The decision to select an occupation other than that of one's father is significantly related to achievement in school--the higher the student's basic skills score the higher the occupational weight above the student's father. And the reverse is true; those student's desiring occupations weighted below their father's occupation are those students which score lowest on the total basic skills subscale of the EQA instrument. This relationship is stronger for males than females; females with high Goal 3 scores are not as likely to desire as highly a weighted occupation above their father than are males.

The same patterns hold for Goal 1 (self-esteem) scores as shown in Table 12. Using the same standard deviation unit distribution as shown in Table 11 for examination of Goal 1 scores reveals self-esteem as well as basic skills achievement to be related to occupational choice. Again, self-esteem operates somewhat differently for males and females: females with high self-esteem do not, generally, desire an occupation as highly weighted above the occupation of their father as do males with similar self-esteem scores. This trend is shown particularly well in Table 13 and Table 14. Using a new OCDIFF variable based on OCEXPECT (OCDIFF = OCEXPECT - FOCC) the occupational expectation for all students is significantly related to basic skills when those expectations are compared to father's occupation. However, the female Goal 3 mean remains almost unchanged in each group while the mean for males systematically increases with males who expect occupations weighted above those of their father. Self-esteem (as measured by EQA Goal 1) follows the same general pattern, but females who have higher self-esteem scores are more likely to expect occupations weighted higher than that of their father. Table 14 reveals similar patterns for achievement and self-esteem for the total group. Comparing Table 13 and Table 14 reveals males with the highest basic skills and self-esteem scores to expect occupations weighted highest above the occupations of their fathers. For females self-esteem appears more influential of occupational expectation than is school achievement, though in each case not as influential a factor as for males. Again, these effects may be suppressed for the female sample which is compared to a male sample (father's occupational weight).

Stability of Findings

The reader is referred back to the previous discussion of study samples. Many findings reported in this study are based upon the 1974 unweighted student data. These findings are now compared to the 1974-75 and 1975-76 data bases to examine the stability over time of the reported findings and to search for changes and trends in career education which may be uncovered by such comparisons. Weighted values (range 0 - 96) are now used exclusively for the OCDESIRE and OCEXPECT variables.

Table 15 shows male and female means on OCDESIRE and OCEXPECT for years 1974, 1975 and 1976. Each of the three samples represents approximately one-third of all Pennsylvania schools. It is important to note that each sample is unique and independent; therefore, differences noted may be attributable to sample error or true differences. Changes over years seem more dependent upon samples than chronology; these means reflect outliers in each sample which follow inconsistent patterns. The OCDIFF value is always positive; each group each year desires a higher weighted occupation than expected. The male 1974 OCDESIRE mean is somewhat of an unexplained outlier; no apparent reason for the unusually high value is provided by the data. Over the three-year period OCDIFF for males decreases but remains similar for females. For years 1975 and 1976 females (as a group) desire and expect higher

Table 12

Analysis of Variance for OCDIFF Scores and Self-Esteem Scores (Goal 1) Recoded by Standard Deviation Units for Males and Females

OCDIFF Code	Sex	FREQ	Mean	S. D.	Total FREQ
(Entire Sample)			73.7689	14.4295	3,501
1	Male	1	86.000	0.0	3
	Female	2	76.500	6.364	
2	Male	18	65.556	13.815	26
	Female	8	69.000	15.362	
3	Male	106	72.151	12.154	207
	Female	101	71.564	15.736	
4	Male	142	73.613	12.497	301
	Female	159	72.843	14.531	
5	Male	213	71.634	14.071	467
	Female	254	75.917	13.523	
6	Male	517	71.406	14.864	880
	Female	363	74.320	15.289	
7	Male	258	73.174	13.446	536
	Female	278	74.137	13.676	
8	Male	205	74.629	15.580	533
	Female	328	74.881	14.479	
9	Male	133	77.248	14.826	302
	Female	169	74.124	14.641	
10	Male	89	76.955	14.311	182
	Female	93	74.021	13.390	
11	Male	37	79.162	15.066	64
	Female	27	79.074	13.310	

Test of Linearity F = 1.5004 df = 1,9 p≈0.85

ANOVA Table

	Sum of Squares	Degree of Freedom	Mean Square
Between Groups	7249.94	10	724.99
Within Groups	721486.06	3490	206.73
Total	728736.00	3500	

F = 3.5070 df = 10,3490 p<0.001

Key: OCDIFF = OCDESIRE - FOCC

Code		Code	
1	<-75.640	6	-1.696 to 14.289
2	-75.640 to -59.655	7	14.290 to 30.275
3	-59.654 to -33.669	8	30.276 to 46.261
4	-33.668 to -17.683	9	46.262 to 62.247
5	-17.682 to -1.697	10	62.248 to 78.233
		11	>78.234

Scheffe pairwise comparisons significantly different at the 0.05 level: (2, 10) and (2, 11).

Table 13

Analysis of Variance for Variables
OCDIFF and Goal 3 - Total
For Males and Females

OCDIFF Code		Mean	S. D.	FREQ
1	Total	34.563	9.902	238
	Males	33.776	9.792	125
	Females	35.434	9.994	113
2	Total	35.530	10.348	2762
	Males	35.927	10.806	1358
	Females	35.147	9.874	1404
3	Total	37.342	9.858	556
	Males	39.178	10.009	264
	Females	35.682	9.434	292

Test of Linearity: F = 0.9085 df = 1,1 p=0.875

ANOVA Table

	Sum of Squares	Degree of Freedom	Mean Square
Between Groups	1877.12	2	938.56
Within Groups	372828.88	3553	104.93
Total	374706.00	3555	

F = 8.9444 df = 2,3553 p<0.001

Key: OCDIFF = OCEXPECT - FOCC

Code
1 Low occupation expected (less than 1 s.d. below mean)
2 Average occupation expected (between ±1 s.d. from mean)
3 High occupation expected (greater than 1 s.d. from mean)

1 <-17.280
2 -17.280 to 46.260
3 >46.260

Mean = 14.490
Std. dev. = 31.770

A negative value for OCDIFF indicates the student expects to enter an occupation weighted lower than that of his/her father.

Scheffe pairwise comparisons significantly different at the 0.05 level: (2, 3) and (1, 3).

Table 14

Analysis of Variance for Variables
OCDIFF and Goal 1 - Self-
Esteem for Males and Females

OCDIFF Code		Mean	S. D.	FREQ
1	Total	71.386	14.021	236
	Males	71.312	12.586	125
	Females	71.468	15.537	111
2	Total	73.544	14.416	2717
	Males	72.514	14.383	1335
	Females	74.540	14.382	1382
3	Total	75.909	14.449	548
	Males	77.421	14.646	259
	Females	74.554	14.158	289

Test of Linearity: F = 0.0352 df = 1,1 p=0.98

ANOVA Table

	Sum of Squares	Degree of Freedom	Mean Square
Between Groups	3974.00	2	1987.00
Within Groups	724794.00	3498	207.20
Total	728768.00	3500	

F = 9.5897 df = 2,3498 p<0.001

Key: OCDIFF = OCEXPECT - FOCC

Code
1 Low occupation expected (less than 1 s.d. below mean)
2 Average occupation expected (between ±1 s.d. from mean)
3 High occupation expected (greater than 1 s.d. from mean)

---

1 <-17.280
2 -17.280 to 46.260
3 >46.260

Mean = 14.490
Std. Dev. = 31.770

A negative value for OCDIFF indicates the student expects to enter an occupation weighted lower than that of his/her father.

Scheffe pairwise comparisons significantly different at the 0.05 level: (2, 3) and (1, 3).

weighted occupations than do males (as a group). It is apparent in viewing the means displayed in Table 15 that the 1975 sample is quite different from the 1974 and 1976 samples. Higher means for the 1975 sample may be due to the larger percentage of urban students in the 1975 sample than in the 1974 or 1976 samples as occupational expectation is correlated with the RESIDE variable. However, for each year the OCEXPECT means for male and female students are practically small. No trend is evidenced from these sets of three data points; despite the yearly fluctuations due to changing sample composition the scores appear to remain stable over academic years.

Table 15
OCDESIRE and OCEXPECT Means for
Males and Females for Years
1974, 1975, and 1976

	OCDESIRE		OCEXPECT		OCDIFF	
	Male	Female	Male	Female	Male	Female
1974	54.272 (N=1526)	52.688 (N=1655)	47.437 (N=1474)	45.918 (N=1625)	6.835	6.770
1975	49.651 (N=1423)	54.821 (N=1617)	45.153 (N=1362)	46.754 (N=1570)	4.498	8.067
1976	50.395 (N=1325)	52.936 (N=1538)	46.015 (N=1264)	46.132 (N=1458)	4.380	6.804

Key: OCDIFF = OCDESIRE - OCEXPECT

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Appendix A

OCCUPATIONAL CATEGORIES AND WEIGHTS USED IN
EQA CONDITION VARIABLES: FOCC, OCDESIRE AND OCEXPECT

	Category	Occupation	Weight
Health Services.....	1	Dentist	96
	2	Physician, Osteopath or Surgeon	92
	3	Pharmacist	82
	4	Optometrist or Chiropractor	79
	5	Veterinarian	78
	6	Medical or Dental Technician	48
	7	Nurse	46
	8	Practical Nurse	22
	9	Hospital Attendant	13
Education.....	10	Administrator	84
	11	Teacher or Instructor	72
	12	Librarian	60
	13	Library Assistant or Teacher Aide	44
Industry-Factory.....	14	Research Technician	62
	15	Industrial Foreman	53
	16	Toolmaker	50
	17	Stationary Engineer	47
	18	Metal Worker	34
	19	Machinist	33
	20	Millwright	31
	21	Jobsetter	28
	22	Welder or Flame-Cutter	24
	23	Metal Filer, Grinder, or Polisher	22
	24	Craneman, Derrickman, or Hoistman	21
	25	Furnaceman, Smelterman, or Pourer	18
	26	Operator of Industrial Equipment	17
	27	Assembler	16
	28	Operator in Laundry	15
	29	Metal Molder	12
	30	Quarry Worker	12
	31	Packer, Wrapper, or Grader	10
	32	Laborer	08
	33	Textile Spinner or Weaver	06
	34	Motorman in Mine or Factory	03
	35	Miner	02
Construction.....	36	Architect	90
	37	Manager, Owner, or Official	58
	38	Electrician	44
	39	Foreman	40
	40	Plumber	34
	41	Brickmason or Tilesetter or Glazer	27
	42	Plasterer	25
	43	Stone Mason, Cutter, or Carver	25
	44	Heavy Equipment Operator	24
	45	Cabinetmaker	23
	46	Carpenter	19
	47	Painter	16
	48	Roofer	15
	49	Paperhanger, Carpet or Tile Layer	10
	50	Laborer	07
	51	Lumberman	05

	Category	Occupation	Weight
Transportation.....	52	Pilot	79
	53	Manager, Owner, or Official	71
	54	Locomotive Engineer	58
	55	Railroad Conductor	58
	56	Steward or Stewardess	48
	57	Locomotive Fireman	45
	58	Railroad Brakeman or Switchman	43
	59	Inspector of Vehicles	41
	60	Dispatcher	40
	61	Deliveryman	32
	62	Bus Driver	24
	63	Shipping Clerk	22
	64	Truck Driver	15
	65	Taxi Driver	10
	66	Laborer	10
Communication or Public Utility.....	67	Editor or Reporter or Author	82
	68	Manager, Owner, or Official	76
	69	Technician	62
	70	Postmaster	60
	71	Foreman	56
	72	Lineman or Serviceman	49
	73	Telephone or Telegraph Operator	46
	74	Meter Reader	39
	75	Laborer	06
Service Workers.....	76	Printing Craftsman	50
	77	Decorator	40
	78	Policeman or Detective	39
	79	Fire Fighter	37
	80	Appliance Office machine Repairman	36
	81	Butcher	29
	82	Mechanic	25
	83	Tailor	23
	84	Baker	22
	85	Equipment Maintenance Man	20
	86	Service Station Attendant	19
	87	Member of Armed Forces	18
	88	Watchman or Guard	18
	89	Barber or Beautician	17
	90	Waiter or Waitress or Bartender	16
	91	Cook	15
	92	Janitor or Cleaning Woman	08
	93	Sanitation Worker	05
Environmental Services.	94	Farm Agent or Advisor	83
	95	Forester or Conservationist	48
	96	Landscaper or Tree Surgeon	38
	97	Farm Manager	36
	98	Game Warden	34
	99	Farmer	14
	100	Laborer	06

	Category	Occupation	Weight
Clerical Workers.....	101	Stenographer or Secretary	61
	102	Mail Carrier or Clerk	53
	103	Bank Teller	52
	104	Bookkeeper	51
	105	Office Machine Operator or Typist	45
	106	Cashier or Office Clerk	44
	107	Collector	39
	108	Messenger	28
Sales Workers.....	109	Stock Broker	73
	110	Advertising Agent	66
	111	Insurance Agent	66
	112	Industrial Sales Worker	65
	113	Real Estate Agent	62
	114	Wholesale Trade Sales Worker	61
	115	Retail Trade Sales Worker	39
Business Other Than Sales.....	116	Personnel Worker	84
	117	Accountant or Auditor	78
	118	Buyer or Purchasing Agent	77
	119	Credit Manager	74
	Manager, Owner, or Official of a ...		
	120	Bank or Finance Institution	85
	121	Insurance Company	80
	122	Real Estate Agency	80
	123	Industry	79
	124	Wholesale Trade	70
	125	Car Dealership	68
	126	Clothing or Furniture Store	68
	127	Hard. Imp. Build Mat. Supplier	60
	128	Food Store	45
	129	Motel, Bar or Restaurant	45
	130	Repair Service	36
	131	Service Station	36
	132	Junkyard	32
Other Professional and Technical Workers.	133	Lawyer or Judge	93
	134	Engineer	85
	135	Social Scientist	81
	136	Natural Scientist	80
	137	Draftsman or Artist	67
	138	Social Worker	64
	139	Undertaker	59
	140	Clergyman	52
	141	Musician or Athlete	52
	142	Photographer	50
	143	Surveyor	48
	144	Dietician	39
	145	Entertainer	31
Special.....	200	Housewife	01
	300	Unemployed	01
	400	Pensioned	01
	500	Student	01
	600	Not Living at Home	01
	700	Deceased	01

Appendix B

Occupations Desired by Eleventh Grade Male and Female Students (N=3568)

Category	Occupation	Total Response	% Total Sample	Male Responses	Female Responses	% Female Responses
Health Service						
1	Dentist	31	0.87	23	8	25.8
2	Physician, Osteopath, or Surgeon	122	3.43	69	53	43.4
3	Pharmacist	17	0.48	10	7	41.2
4	Optometrist or Chiropractor	10	0.28	8	2	20.0
5	Veterinarian	80	2.25	27	53	66.2
6	Medical or Dental Technician	96	2.70	10	86	89.6
7	Nurse	150	4.22	1	149	99.3
8	Practical Nurse	38	1.07	3	35	92.1
9	Hospital Attendant	13	0.37	1	12	92.3
Education						
10	Administrator	3	0.08	1	2	66.7
11	Teacher or Instructor	216	6.07	50	166	76.9
12	Librarian	1	0.03	0	1	100.0
13	Library Assistant or Teacher Aide	7	0.20	0	7	100.0
Industry-Factory						
14	Research Technician	5	0.14	4	1	20.0
15	Industrial Foreman	3	0.08	3	0	0.0
16	Toolmaker	7	0.20	6	1	14.3
17	Stationary Engineer	2	0.06	1	1	50.0
18	Metal Worker	14	0.39	14	0	0.0
19	Machinist	27	0.76	25	2	7.4
20	Millwright	0	—	0	0	—
21	Jobsetter	0	—	0	0	—
22	Welder or Flame-Cutter	17	0.48	17	0	0.0
23	Metal Filer, Grinder, or Polisher	0	—	0	0	—
24	Craneman, Derrickman, or Hoistman	0	—	0	0	—
25	Furnaceman, Smelterman, or Pourer	0	—	0	0	—
26	Operator of Industrial Equipment	9	0.25	8	1	11.1
27	Assembler	2	0.06	2	0	0.0
28	Operator in Laundry	0	—	0	0	—
29	Metal Molder	0	—	0	0	—
30	Quarry Worker	0	—	0	0	—
31	Packer, Wrapper, or Grader	1	0.03	1	0	0.0
32	Laborer	8	0.22	6	2	25.0
33	Textile Spinner or Weaver	2	0.06	1	1	50.0
34	Motorman in Mine or Factory	0	—	0	0	—
35	Miner	6	0.17	6	0	0.0
Construction						
36	Architect	71	2.00	60	11	15.5
37	Manager, Owner, or Official	7	0.20	6	1	14.3
38	Electrician	55	1.55	53	2	3.6
39	Foreman	6	0.17	5	1	16.7
40	Plumber	16	0.45	16	0	0.0
41	Brickmason or Tilesetter or Glazier	14	0.39	13	1	7.1
42	Plasterer	0	—	0	0	—
43	Stone Mason, Cutter, or Carver	2	0.06	2	0	0.0
44	Heavy Equipment Operator	27	0.76	27	0	0.0

Appendix B
(continued)

Category	Occupation	Total Response	% Total Sample	Male Responses	Female Responses	% Female Responses
Construction (continued)						
45	Cabinetmaker	10	0.28	10	0	0.0
46	Carpenter	62	1.74	61	1	1.6
47	Painter	11	0.31	9	2	18.2
48	Roofer	3	0.08	3	0	0.0
49	Paperhanger, Carpet or Tile Layer	1	0.03	1	0	0.0
50	Laborer	8	0.22	8	0	0.0
51	Lumberman	4	0.11	4	0	0.0
Transportation						
52	Pilot	57	1.60	46	11	19.3
53	Manager, Owner, or Official	3	0.08	3	0	0.0
54	Locomotive Engineer	5	0.14	5	0	0.0
55	Railroad Conductor	1	0.03	1	0	0.0
56	Steward of Stewardess	75	2.11	0	75	100.0
57	Locomotive Fireman	0	—	—	—	—
58	Railroad Brakeman or Switchman	1	0.03	1	0	0.0
59	Inspector of Vehicles	2	0.06	2	0	0.0
60	Dispatcher	0	—	—	—	—
61	Deliveryman	1	0.03	1	0	0.0
62	Bus Driver	1	0.03	1	0	0.0
63	Shipping Clerk	1	0.03	1	0	0.0
64	Truck Driver	47	1.32	43	4	8.5
65	Taxi Driver	0	—	—	—	—
66	Laborer	3	0.08	2	1	33.3
Communication or Public Utility						
67	Editor or Reporter or Author	37	1.04	13	24	64.9
68	Manager, Owner, or Official	5	0.14	5	0	0.0
69	Technician	21	0.59	19	2	9.5
70	Postmaster	1	0.03	0	1	100.0
71	Foreman	0	—	—	—	—
72	Lineman or Serviceman	6	0.17	6	0	0.0
73	Telephone or Telegraph Operator	3	0.08	1	2	66.7
74	Meter Reader	2	0.06	1	1	50.0
75	Laborer	1	0.03	1	0	0.0
Service Workers						
76	Printing Craftsman	16	0.45	14	2	12.5
77	Decorator	35	0.98	2	33	94.3
78	Policeman or Detective	92	2.59	68	24	26.1
79	Fire Fighter	10	0.28	10	0	0.0
80	Appliance Office Machine Repairman	3	0.08	3	0	0.0
81	Butcher	2	0.06	2	0	0.0
82	Mechanic	101	2.84	98	3	3.0
83	Tailor	5	0.14	1	4	80.0
84	Baker	5	0.14	2	3	60.0
85	Equipment Maintenance Man	2	0.06	2	0	0.0
86	Service Station Attendant	1	0.03	1	0	0.0
87	Member of Armed Forces	52	1.46	39	13	25.0
88	Watchman or Guard	0	—	—	—	—
89	Barber or Beautician	55	1.55	3	52	94.5
90	Waiter or Waitress or Bartender	16	0.45	3	13	81.3

Appendix B
(continued)

Category	Occupation	Total Response	% Total Sample	Male Responses	Female Responses	% Female Responses
Service Workers (continued)						
91	Cook	17	0.49	7	10	58.8
92	*Janitor or Cleaning Woman*	*2*	*0.06*	*2*	*0*	*0.0*
93	Sanitation Worker	0	--	--	--	--
Environmental Services						
94	Farm Agent or Advisor	3	0.08	3	0	0.0
95	Forester or Conservationist	85	2.39	68	17	20.0
96	Landscaper or Tree Surgeon	5	0.14	5	0	0.0
97	Farm Manager	3	0.08	2	1	33.3
98	Game Warden	51	1.43	41	10	19.6
99	Farmer	31	0.87	26	5	16.1
100	Laborer	11	0.31	8	3	27.3
Clerical Workers						
101	Stenographer or Secretary	211	5.93	1	210	99.5
102	Mail Carrier or Clerk	4	0.11	3	1	25.0
103	Bank Teller	10	0.28	1	9	90.0
104	Bookkeeper	44	1.24	6	38	86.4
105	Office Machine Operator or Typist	91	2.56	7	84	92.3
106	Cashier or Office Clerk	29	0.82	2	27	93.1
107	Collector	1	0.03	1	0	0.0
108	Messenger	1	0.03	0	1	100.0
Sales Workers						
109	Stock Broker	11	0.31	9	2	18.2
110	Advertising Agent	8	0.22	3	5	62.5
111	Insurance Agent	4	0.11	3	1	25.0
112	Industrial Sales Worker	1	0.03	1	0	0.0
113	Real Estate Agent	3	0.08	2	1	33.3
114	Wholesale Trade Sales Worker	1	0.03	1	0	0.0
115	Retail Trade Sales Worker	4	0.11	2	2	50.0
Business Other Than Sales						
116	Personnel Worker	7	0.20	3	4	57.1
117	Accountant or Auditor	64	1.80	38	26	40.6
118	Buyer or Purchasing Agent	17	0.48	3	14	82.4
119	Credit Manager	3	0.08	3	0	0.0
Manager, Owner, or Official of a						
120	Bank or Finance Institution	7	0.20	6	1	14.3
121	Insurance Company	0	--	--	--	--
122	Real Estate Agency	0	--	--	--	--
123	Industry	4	0.11	3	1	25.0
124	Wholesale Trade	4	0.11	2	2	50.0
125	Car Dealership	6	0.17	5	1	16.7
126	Clothing or Furniture Store	14	0.39	4	10	71.4
127	Hard. Imp. Build Mat. Supplier	5	0.14	5	0	0.0
128	Food Store	6	0.17	3	3	50.0
129	Motel, Bar or Restaurant	18	0.51	16	2	11.1
130	Repair Service	6	0.17	5	1	16.7
131	Service Station	3	0.08	3	0	0.0
132	Junkyard	2	0.06	2	0	0.0

Appendix B
(continued)

Category	Occupation	Total Response	% Total Sample	Male Responses	Female Responses	% Female Responses
Professional and Technical						
133	Lawyer or Judge	109	3.06	66	43	39.4
134	Engineer	92	2.59	82	10	10.9
135	Social Scientist	23	0.65	3	20	87.0
136	Natural Scientist	60	1.69	44	16	26.7
137	Draftsman or Artist	83	2.33	46	37	44.6
138	Social Worker	105	2.95	8	97	92.4
139	Undertaker	11	0.31	8	3	27.3
140	Clergyman	21	0.59	17	4	19.0
141	Musician or Athlete	140	3.94	100	40	28.6
142	Photographer	27	0.76	12	15	55.6
143	Surveyor	1	0.03	1	0	0.0
144	Dietician	10	0.28	2	8	80.0
145	Entertainer	32	0.90	9	23	71.9
Special						
200	Housewife	84	2.36	4	80	95.2
	No Response	109	3.01			
	Sex Not Reported	12				
	TOTAL	3,568				

Appendix C

Occupations Expected by Eleventh Grade Male and Female Students (N=3568)

Category	Occupation	Total Response	% Total Sample	Male Responses	Female Responses	% Female Responses
Health Service						
1	Dentist	21	0.59	14	7	33.3
2	Physician, Osteopath, or Surgeon	85	2.38	50	75	41.2
3	Pharmacist	13	0.36	10	3	23.1
4	Optometrist or Chiropractor	9	0.25	8	1	11.1
5	Veterinarian	50	1.40	20	30	60.0
6	Medical or Dental Technician	101	2.83	14	37	86.1
7	Nurse	148	4.15	3	145	98.0
8	Practical Nurse	36	1.01	0	36	100.0
9	Hospital Attendant	7	0.20	2	5	71.4
Education						
10	Administrator	3	0.08	1	2	66.7
11	Teacher or Instructor	231	6.47	60	171	74.0
12	Librarian	3	0.08	1	2	66.7
13	Library Assistant or Teacher Aide	5	0.14	1	4	80.0
Industry-Factory						
14	Research Technician	4	0.11	4	0	0.0
15	Industrial Foreman	8	0.22	7	1	12.5
16	Toolmaker	3	0.08	3	0	0.0
17	Stationary Engineer	2	0.06	2	0	0.0
18	Metal Worker	21	0.59	21	0	0.0
19	Machinist	41	1.15	36	5	12.2
20	Millwright	2	0.06	2	0	0.0
21	Jobsetter	0	—	—	—	—
22	Welder or Flame-Cutter	23	0.64	23	0	0.0
23	Metal Filer, Grinder, or Polisher	0	—	—	—	—
24	Craneman, Derrickman, or Hoistman	1	0.03	1	0	0.0
25	Furnaceman, Smelterman, or Pourer	1	0.03	1	0	0.0
26	Operator of Industrial Equipment	5	0.14	5	0	0.0
27	Assembler	5	0.14	4	1	20.0
28	Operator in Laundry	1	0.03	1	0	0.0
29	Metal Molder	1	0.03	1	0	0.0
30	Quarry Worker	1	0.03	1	0	0.0
31	Packer, Wrapper, or Grader	3	0.08	3	0	0.0
32	Laborer	42	1.18	34	8	19.0
33	Textile Spinner or Weaver	1	0.03	1	0	0.0
34	Motorman in Mine or Factory	2	0.06	2	0	0.0
35	Miner	5	0.14	5	0	0.0
Construction						
36	Architect	38	1.06	36	2	5.3
37	Manager, Owner, or Official	5	0.14	5	0	0.0
38	Electrician	52	1.46	50	2	3.8
39	Foreman	8	0.22	8	0	0.0
40	Plumber	18	0.50	17	1	5.6
41	Brickmason or Tilesetter or Glazier	12	0.34	12	0	0.0
42	Plasterer	1	0.03	1	0	0.0
43	Stone Mason, Cutter, or Carver	3	0.08	3	0	0.0
44	Heavy Equipment Operator	24	0.67	24	0	0.0

Appendix C
(continued)

Category	Occupation	Total Response	% Total Sample	Male Responses	Female Responses	% Female Responses
Construction (continued)						
45	Cabinetmaker	8	0.22	8	0	0.0
46	Carpenter	66	1.85	64	2	3.0
47	Painter	6	0.17	6	0	0.0
48	Roofer	4	0.11	3	1	25.0
49	Paperhanger, carpet or Tile Layer	2	0.06	2	0	0.0
50	Laborer	29	0.81	28	1	3.4
51	Lumberman	7	0.20	7	0	0.0
Transportation						
52	Pilot	21	0.59	18	3	14.3
53	Manager, Owner, or Official	0	--	--	--	--
54	Locomotive Engineer	4	0.11	4	0	0.0
55	Railroad Conductor	0	--	--	--	--
56	Steward or Stewardess	40	1.12	0	40	100.0
57	Locomotive Fireman	1	0.03	0	1	100.0
58	Railroad Brakeman or Switchman	2	0.06	2	0	0.0
59	Inspector of Vehicles	0	--	--	--	--
60	Dispatcher	0	--	--	--	--
61	Deliveryman	1	0.03	1	0	0.0
62	Bus Driver	2	0.06	2	0	0.0
63	Shipping Clerk	2	0.06	2	0	0.0
64	Truck Driver	42	1.18	41	1	2.4
65	Taxi Driver	1	0.03	1	0	0.0
66	Laborer	10	0.28	8	2	20.0
Communication or Public Utility						
67	Editor or Reporter or Author	34	0.95	13	21	61.8
68	Manager, Owner, or Official	3	0.08	2	1	33.3
69	Technician	23	0.64	22	1	4.3
70	Postmaster	1	0.03	1	0	0.0
71	Foreman	2	0.06	2	0	0.0
72	Lineman or Serviceman	6	0.17	6	0	0.0
73	Telephone or Telegraph Operator	2	0.06	0	2	100.0
74	Meter Reader	2	0.06	2	0	0.0
75	Laborer	5	0.14	4	1	20.0
Service Workers						
76	Printing Craftsman	14	0.39	14	0	0.0
77	Decorator	23	0.64	2	21	91.3
78	Policeman or Detective	84	2.35	64	20	29.8
79	Fire Fighter	9	0.25	9	0	0.0
80	Appliance Office Machine Repairman	5	0.14	5	0	0.0
81	Butcher	2	0.06	2	0	0.0
82	Mechanic	86	2.41	83	3	3.5
83	Tailor	4	0.11	1	3	75.0
84	Baker	2	0.06	1	1	50.0
85	Equipment Maintenance Man	4	0.11	4	0	0.0
86	Service Station Attendant	4	0.11	4	0	0.0
87	Member of Armed Forces	86	2.41	66	20	23.3
88	Watchman or Guard	1	0.03	1	0	0.0
89	Barber or Beautician	41	1.15	2	39	95.1
90	Waiter or Waitress or Bartender	20	0.56	1	19	95.0

Appendix C
(continued)

Category	Occupation	Total Response	% Total Sample	Male Re-sponses	Female Re-sponses	% Female Re-sponses
Service Workers (continued)						
91	Cook	18	0.50	11	7	38.9
92	Janitor or Cleaning Woman	5	0.14	5	0	0.0
93	Sanitation Worker	2	0.06	2	0	0.0
Environmental Services						
94	Farm Agent or Advisor	1	0.03	0	1	100.0
95	Forester or Conservationist	60	1.68	52	8	13.3
96	Landscaper or Tree Surgeon	7	0.20	6	1	14.3
97	Farm Manager	4	0.11	3	1	25.0
98	Game Warden	32	0.90	29	3	9.4
99	Farmer	38	1.06	33	5	13.2
100	Laborer	11	0.31	9	2	18.2
Clerical Workers						
101	Stenographer or Secretary	231	6.47	3	228	98.7
102	Mail Carrier or Clerk	4	0.11	3	1	25.0
103	Bank Teller	11	0.31	3	8	72.7
104	Bookkeeper	32	0.90	7	25	78.1
105	Office Machine Operator or Typist	82	2.30	5	77	93.9
106	Cashier or Office Clerk	53	1.48	2	51	96.2
107	Collector	1	0.03	0	1	100.0
108	Messenger	2	0.06	0	2	100.0
Sales Workers						
109	Stock Broker	5	0.14	4	1	20.0
110	Advertising Agent	7	0.20	3	4	57.1
111	Insurance Agent	8	0.22	7	1	12.5
112	Industrial Sales Worker	3	0.08	3	0	0.0
113	Real Estate Agent	6	0.17	6	0	0.0
114	Wholesale Trade Sales Worker	5	0.14	3	2	40.0
115	Retail Trade Sales Worker	13	0.36	5	8	61.5
Business Other Than Sales						
116	Personnel Worker	17	0.48	8	9	52.9
117	Accountant or Auditor	67	1.88	42	25	37.3
118	Buyer or Purchasing Agent	14	0.39	1	13	92.9
119	Credit Manager	6	0.17	5	1	16.7
Manager, Owner, or Official of a ...						
120	Bank or Finance Institution	6	0.17	4	2	33.3
121	Insurance Company	1	0.03	1	0	0.0
122	Real Estate Agency	1	0.03	0	1	100.0
123	Industry	8	0.22	7	1	12.5
124	Wholesale Trade	4	0.11	3	1	25.0
125	Car Dealership	7	0.20	5	2	28.6
126	Clothing or Furniture Store	9	0.25	3	6	66.7
127	Hard. Imp. Build Mat. Supplier	7	0.20	7	0	0.0
128	Food Store	5	0.14	5	0	0.0
129	Motel, Bar or Restaurant	21	0.59	20	1	4.8
130	Repair Service	6	0.17	6	0	0.0
131	Service Station	6	0.17	6	0	0.0

Appendix C
(continued)

Category	Occupation	Total Response	% Total Sample	Male Responses	Female Responses	% Female Responses
132	Junkyard	5	3.70	5	0	0.0
Professional and Technical						
133	Lawyer or Judge	74	2.07	50	24	32.4
134	Engineer	77	2.16	72	5	6.5
135	Social Scientist	23	0.64	8	15	65.2
136	Natural Scientist	59	1.65	42	17	28.8
137	Draftsman or Artist	77	2.16	41	36	46.8
138	Social Worker	78	2.19	10	68	87.2
139	Undertaker	12	0.34	9	3	25.0
140	Clergyman	22	0.62	18	4	18.2
141	Musician or Athlete	54	1.51	39	15	27.8
142	Photographer	23	0.64	13	10	43.5
143	Surveyor	1	0.03	1	0	0.0
144	Dietician	7	0.20	1	6	85.7
145	Entertainer	18	0.50	8	10	55.6
Special						
200	Housewife	260	7.29	2	258	99.2
	No Response	184	5.16	96	88	47.83
	Sex Not Reported	12	0.34			
	TOTAL	3,568				

APPENDIX D

Multiple Regression Results for the Variable OCDESIRE

* MULTIPLE REGRESSION * * * * * * * * * * * * * *

DEPENDENT VARIABLE.. OCDESIRE OCC LEVEL I ASPIRE TO

SUMMARY TABLE

VARIABLE		MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
OCEXPECT	OCC LEVEL I EXPECT TO ATTAIN	0.64056	0.41031	0.41031	0.64056	0.49003	0.53560
G3T	COMPOSITE VERBAL & MATH	0.66166	0.43779	0.02748	0.40081	0.35989	0.14754
RESIDE		0.66463	0.44174	0.00394	0.15819	0.62552	0.05091
G9	APPRECIATING HUMAN ACCOMPLISHMENT	0.66710	0.44502	0.00329	0.26728	0.08131	0.04738
G8K	VOCATIONAL KNOWLEDGE	0.66779	0.44594	0.00092	0.32560	0.19547	0.04217
G6	HEALTH ATTITUDES	0.66848	0.44686	0.00092	0.09797	-0.03945	-0.03209
VALUES	QUALITIES I PREFER	0.66930	0.44797	0.00111	0.16909	0.65646	0.03782
FOCC	FATHER'S OCCUPATION	0.66994	0.44882	0.00086	0.22294	0.02730	0.02979
RACE	RACE OF STUDENT	0.67055	0.44963	0.00081	-0.01422	-1.07892	-0.02870
PARATT	TOTAL PERCEPTION OF PAR.ATTIT.	0.67103	0.45029	0.00065	0.19188	0.27114	0.02230
SEX	SEX OF STUDENT	0.67141	0.45080	0.00051	0.01205	1.68904	0.03449
G5	SOCIETAL RESPONSIBILITY	0.67181	0.45133	0.00053	0.10636	-0.03487	-0.02929
G7	CREATIVE ENDEAVOR	0.67209	0.45170	0.00038	0.08509	0.01998	0.01865
G10	COPING WITH CHANGE	0.67227	0.45195	0.00024	0.12159	0.03418	0.01946
G8A	VOCATIONAL ATTITUDE	0.67247	0.45221	0.00027	0.15199	-0.04969	-0.02429
G1	SELF ESTEEM	0.67265	0.45246	0.00025	0.22759	0.03899	0.02291
G2	TOLERANCE OF OTHERS	0.67277	0.45262	0.00016	0.10978	-0.02833	-0.01480
LIBRARY	ACCESSIBILITY OF LIBRARY	0.67288	0.45277	0.00015	0.06873	0.28352	0.01224
MORESG	HOW GIRLS GET RESPECT	0.67297	0.45289	0.00012	-0.00705	-0.14236	-0.00822
G4	INTEREST IN SCHOOL	0.67305	0.45300	0.00011	0.19580	0.03271	0.01631
HOMECLIM	HOW THINGS ARE GOING AT HOME	0.67312	0.45309	0.00009	0.11297	-0.06274	-0.01272
STABLE	STABILITY OF RES	0.67318	0.45317	0.00008	0.03252	-0.40206	-0.00893
MORESB	HOW BOYS GET RESPECT	0.67321	0.45322	0.00005	-0.00053	-0.15517	-0.00781
COUNSEL		0.67324	0.45325	0.00004	0.00690	-0.18969	-0.00609
MEDUC	MOTHER'S EDUCATION	0.67325	0.45326	0.00001	0.19158	0.07685	0.00353
G3V	BASIC SKILLS VERBAL	0.67326	0.45327	0.00001	0.36922	-0.03461	-0.00754
PARIT1	PARENTS LIKE HEARING ABOUT SCHOOL	0.67326	0.45328	0.00000	0.18856	0.09397	0.00351
(CONSTANT)						10.58462	

APPENDIX E

Multiple Regression Results for the Variable OCEXPECT

* MULTIPLE REGRESSION * * * * * * * * * * * * * *

DEPENDENT VARIABLE.. OCEXPECT OCC LEVEL I EXPECT TO ATTAIN

SUMMARY TABLE

VARIABLE		MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
OCDESIRE	OCC LEVEL I ASPIRE TO	0.64056	0.41031	0.41031	0.64056	0.57766	0.52851
G3T	COMPOSITE VERBAL & MATH	0.65617	0.43056	0.02025	0.38711	0.41259	0.15475
G1	SELF ESTEEM	0.66279	0.43929	0.00873	0.26195	0.09612	0.05167
MEDUC	MOTHER'S EDUCATION	0.66729	0.44528	0.00598	0.22562	1.39955	0.05890
RESIDE		0.67023	0.44921	0.00394	0.16498	0.82059	0.06111
G8A	VOCATIONAL ATTITUDE	0.67278	0.45263	0.00342	0.20784	0.13090	0.05055
FOCC	FATHER'S OCCUPATION	0.67422	0.45458	0.00194	0.23864	0.04792	0.04784
VALUES	QUALITIES I PREFER	0.67536	0.45611	0.00153	0.17465	0.65920	0.03475
G3V	BASIC SKILLS VERBAL	0.67585	0.45678	0.00067	0.34860	-0.38197	-0.07611
PARIT1	PARENTS LIKE HEARING ABOUT SCHOOL	0.67630	0.45738	0.00060	0.20417	0.64668	0.02209
RACE	RACE OF STUDENT	0.67668	0.45789	0.00051	-0.01275	-0.88872	-0.02163
SEX	SEX OF STUDENT	0.67702	0.45836	0.00046	-0.01625	-1.73338	-0.03239
G9	APPRECIATING HUMAN ACCOMPLISHMENT	0.67746	0.45896	0.00060	0.26701	0.05048	0.02692
STABLE	STABILITY OF RES	0.67764	0.45919	0.00023	0.04614	0.71335	0.01449
G6	HEALTH ATTITUDES	0.67777	0.45937	0.00018	0.13976	0.03814	0.02839
PARIT3	PARENTS SUPPORT SCHOOL POLICY	0.67789	0.45954	0.00017	0.15979	0.76662	0.02393
PARIT2	PARENTS FEEL SCHOOL DOING A GOOD JOB	0.67807	0.45978	0.00025	0.10606	-0.52176	-0.01622
G5	SOCIETAL RESPONSIBILITY	0.67819	0.45994	0.00016	0.13251	-0.02681	-0.02061
G2	TOLERANCE OF OTHERS	0.67833	0.46013	0.00019	0.12813	0.03639	0.01740
G8K	VOCATIONAL KNOWLEDGE	0.67842	0.46026	0.00012	0.31228	0.08044	0.01588
G10	COPING WITH CHANGE	0.67850	0.46036	0.00010	0.13904	-0.02371	-0.01236
MORESB	HOW BOYS GET RESPECT	0.67854	0.46042	0.00006	0.00645	-0.14647	-0.00674
COUNSEL		0.67857	0.46045	0.00004	0.01093	-0.19159	-0.00563
LIBRARY	ACCESSIBILITY OF LIBRARY	0.67857	0.46046	0.00001	0.06029	-0.08545	-0.00337
HOMECLIM	HOW THINGS ARE GOING AT HOME	0.67858	0.46047	0.00001	0.14198	-0.02038	-0.00378
G7	CREATIVE ENDEAVOR	0.67859	0.46048	0.00001	0.08137	0.00318	0.00272
MORESG	HOW GIRLS GET RESPECT	0.67859	0.46048	0.00001	-0.00051	-0.05637	-0.00298
G4	INTEREST IN SCHOOL	0.67859	0.46049	0.00001	0.20702	0.00697	0.00318
(CONSTANT)						-22.97329	